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ABSTRACT

This study was a continuation of an in-process research effort to further refine the Inventory of Classroom Management Styles (ICMS), an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. Using preliminary data analysis based on partial data collection, the primary objective of this study was to investigate relationships between classroom management style and particular teacher personality characteristics. A second objective was to further substantiate the construct validity of the ICMS. Data were collected from 106 subjects via a revised version of the ICMs, the Locus of Control Scale for Teachers, selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. Beliefs were classified on a continuum that reflected the degree of teacher power over students and categorized beliefs into three segments-non-interventionist, interactionalist, and interventionist. The results found that, contrary to hypothesis, interventionist teachers did not score significantly higher in the Impression Management Sub-Scale of the 16PF, and did not score significantly more external on the Locus of Control Scale for Teachers. In addition, only one personality variable, Openness to Change, revealed a significant relationship to classroom management style. Teachers who were open to change were less interventionist and more likely to initiate change. (Contains 17 references.) (JB)

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Beliefs Regarding Classroom Management Style: Relationships to Particular Teacher Personality Characteristics

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ABSTRACT

Beliefs regarding classroom management vary among teachers and can play an important role in effective instruction. This study represents a continuation of research efforts to further refine the Inventory of Classroom Management Style, an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. This paper reports preliminary data analyses based on partial data collection.

The primary objective of this study was to investigate relationships between classroom management style and particular teacher personality characteristics. A second objective of the study was to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS), now in its third revision. Within this study, classroom management is defined as a multi-faceted construct that includes four broad dimensions--psychosocial environment, setting a classroom structure, communication, and instructional management (Baldwin & Martin, 1994).

Data were collected from 106 subjects via a revised version of the Inventory of Classroom Management Style (ICMS), the Locus of Control Scale for Teachers, selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. The ICMS represents a major revision of Tamashiro's Beliefs on Discipline Inventory, consists of 48 Likert-format statements. Beliefs were classified on a continuum that reflects the degree of teacher power over students and categorizes beliefs into three segments--non-interventionist, interactionalist, and interventionist.

Data were analyzed utilizing a series of ANOVAs and correlations. Significant results were found regarding a variety of variables.

Beliefs Regarding Classroom Management Style: Relationships to Particular Teacher Personality Characteristics

Although often used interchangeably, the terms *classroom management* and *discipline* are not synonymous. *Discipline* typically refers to the structures and rules for student behavior and efforts to ensure that students comply with those rules. *Classroom management*, on the other hand, is a broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Thus, classroom management includes, but is not limited to, discipline concerns (Johns, MacNaughton, & Karabinus, 1989; Lemlech, 1988; Wolfe, 1988; Wolfgang & Glickman, 1980, 1986).

Within this study, classroom management was defined as a multi-faceted construct that includes four broad dimensions--psychosocial environment, setting a classroom structure, communication, and instructional management (Baldwin & Martin, 1994). The psychosocial environment includes meeting needs and interests of students, maintaining warmth, friendliness and respect, and acknowledging feelings. Dimension two, classroom structure, includes assigning seats, setting rules, and allocating materials. The third component, communication, entails such things as providing feedback, commenting on behavior, and giving directions. Finally, the fourth dimension--instructional management --deals with issues such as getting students to stay on-task and rewarding hard work.

Wolfgang and Glickman (1980, 1986) conceptualized a framework to explain teacher beliefs toward discipline. Based on a combination of psychological interpretations, their continuum illustrates three approaches to classroom interaction--non-interventionists, interventionists, and interactionalists. The non-interventionist presupposes the child has an inner drive that needs to find its expression in the real world. Proponents of transactional analysis or Gordon's *Teacher Effectiveness Training* (1974) are considered non-interventionists. At the opposite end of the

continuum are interventionists--those who emphasize what the outer environment (of people and objects) does to the human organism to cause it to develop in its particular way. Traditional behavior modification provides the theoretical foundation for this school of thought. Midway between these two extremes, interactionalists focus on what the individual does to modify the external environment as well as what the environment does to shape him or her. Alfred Adler, Rudolf Dreikurs, and William Glasser are considered to be interactionalists.

The assumption is that teachers believe and act according to all three models of discipline, but one usually predominates in beliefs and actions (Wolfgang & Glickman, 1980; 1986). Therefore, the application of these various theories emphasizes teacher behaviors that reflect the corresponding degrees of power possessed by student and teacher.

Previous research points to the importance of teacher personality characteristics in the teaching-learning process. Martin and Baldwin's (1993) study revealed significant relationships with classroom management style were both positive and negative in direction and seemed to be in keeping with expected patterns. Teachers scoring more interventionist (controlling) on a previous version of the ICMS-FS tended to be less venturesome and inhibited, more practical, and more astute and aware of social conventions as measured by the 16PF. Payne and Manning (1985) reported that student teachers who were judged by their supervising teachers and college supervisors to be more controlling and directive in classroom situations rated themselves as being bossy, assertive, leading, dominant, brave and aggressive on a personality measure. In addition, teachers who are likely to think of themselves as being competent and in control are more likely to be reflective, flexible, open, and empathetic (Richards, Gipe, Levitov, & Speaker, 1989). Research by Lyons (1984) demonstrated that teachers who are task- and management-oriented, organized, and time conscious are self-directed, intuitive, individualistic, and insensitive. Thus,

personality characteristics and classroom management behaviors seem to be related in patterns that are understandable.

The facets of classroom management may also vary as a function of locus of control orientation (Hartman & Fuqua, 1983; Rotter, 1966; Sadowski, Taylor, Woodward, & Martin, 1982). Based on social learning theory, the concept posits that individuals differ in the degree to which they attribute reinforcements to their own actions (internality) or to other forces such as luck, chance, fate, or powerful others (externality) (Rotter, 1966, 1975). Sadowski, Taylor, Woodward, and Martin's (1982) study revealed that an internal locus of control orientation is related to less custodial attitudes as measured by the Pupil Control Ideology Form (PCI) (Willower, Eidell, & Hoy, 1967).

While a large body of research exists regarding discipline, little has been done regarding the broader concept of classroom management. This study is a continuation of previous research (i.e.: Martin & Baldwin, 1993; Baldwin & Martin, 1994) and reports preliminary data analyses based on partial data collection. Data collection is still in progress. The primary objective of this study was to investigate relationships between classroom management style and particular teacher personality characteristics. A second objective of the study was to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS). To this end, three hypotheses were formulated.

It was hypothesized that teachers characterized as more interventionist (or controlling), as measured by the ICMS, would (H_1) score significantly higher on the Impression Management sub-scale of the 16PF and (H_2) score significantly more external on the Locus of Control Scale for Teachers. Finally, because previous research suggests a relationship between teacher personality characteristics and classroom management style (Martin & Baldwin, 1993), significant relationships

between certain personality variables as measured by selected sub-scales of the 16PF and perceptions of classroom management style were hypothesized (H_3).

Method

Data were collected via a revised version of the Inventory of Classroom Management Style (ICMS), the Locus of Control Scale for Teachers, selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. Within this study, classroom management was defined as a multi-faceted construct that includes four broad dimensions (Baldwin & Martin, 1994). The Inventory of Classroom Management Style (ICMS), an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices, consists of 48 Likert format statements. A four category response scale for each item was used. Beliefs were classified on a continuum originally suggested by Wolfgang and Glickman (1980, 1986) that reflects the degree of teacher power over students. The continuum is categorized into three segments--non-interventionist, interactionalist, and interventionist. Possible scores range from 192 (most interventionist) to 48 (most non-interventionist); scores approaching the mid-point indicate interactionalist ideology. This third revision of the ICMS included rearrangement and re-wording of selected items.

Locus of control was measured using the Locus of Control Scale for Teachers (LCST) which consists of 20 Likert format items (Sadowski, Taylor, Woodward, & Martin, 1982). Unlike Rotter's I-E Locus of Control Scale, items on the LCST are scored in an internal direction. Scores range from 20 (most external) to 100 (most internal). The LCST has been shown to have acceptable content and construct validity (Sadowski, Taylor, Woodward, & Martin, 1982). Internal consistency reliability is estimated to be +.732 (Sadowski, Taylor, Woodward, & Martin, 1982).

The 16PF, Form A, consists of 170 forced-choice items designed to measure 16 dimensions of personality. However, not all dimensions were of interest in this study.

Data were collected via 67 items regarding the following six factors: Dominance (E), Rule Consciousness (G), Abstractedness (M), Openness to change (Q_1), Perfectionism (Q_3), and Impression Management (IM). Each item scores 0, 1, or 2 and contributes to only one factor score (16PF Questionnaire, Administrator's Manual, 1994).

Subjects

Data were collected from 106 teachers on the revised version of the Inventory of Classroom Management Style (ICMS), Locus of Control Scale for Teachers (LCST), selected factors of the 16PF, and a demographic questionnaire. Subjects were drawn from a large, urban public school district in the southwest. Unlike subject pools previously tapped in this line of research, these participants were teachers drawn directly from the public schools and not from university graduate level courses. Participants ranged in age from 21 to 60 with the average age of 40.3 years. The subject pool was 17.9% African-American, 45.3% Caucasian, 32.1% Hispanic; 4.7% were of other racial origin.

Results

It was hypothesized that teachers characterized as more interventionist (or controlling), as measured by this version of the ICMS, would (H_1) score significantly higher on the Impression Management Sub-Scale of the 16PF and (H_2) score significantly more external on the Locus of Control Scale for Teachers. Both hypotheses were tested via one-way ANOVAs; neither proved to be significant.

Insert Table 1 about here.

Insert Table 2 about here.

Finally, because previous research suggests a relationship between teacher personality characteristics and classroom management style, significant relationships between selected personality variables and perceptions of classroom management style were hypothesized (H_3). Only one personality variable (Q_1 Openness to change) revealed a significant relationship to classroom management style ($r = -.4666$); all others were non-significant.

Insert Table 3 about here.

The fact that those who scored high (more interventionist) on the ICMS also scored low on the Openness to change (Q_1) sub-scale is in keeping with the construct. Low scorers on this 16PF sub-scale are described as viewing things through a traditional lens. They are less likely to question the status quo and enjoy the predictable and familiar, even though it may be less than perfect. Teachers who scored lower (less interventionist) on the ICMS were, likewise, high scorers on this sub-scale and could be described as likely to initiate change when they perceive the current situation as boring or stagnant. They have a tendency to think of ways to change things and have fun experimenting (16PF Administrator's Manual, 1994).

None of the remaining five factors included in the study proved to be significant: Dominance (E), Rule Consciousness (G), Abstractedness (M), Perfectionism (Q_3), and Impression Management (IM). It could be that there are relationships between these sub-scales of the 16PF and ICMS sub-scales. Additional data needs to be collected before these analyses can be performed.

Summary & Conclusions

In the minds of teachers, classroom management is considered one of the most enduring and widespread problems in education (Johns, MacNaughton, & Karabinus, 1989; Long & Frye, 1989; Willower, Eidell, & Hoy, 1967). Although a large body of

research exists on the subject of discipline, little has been done regarding the broader concept of classroom management. Beliefs regarding the nature of appropriate and inappropriate student behaviors and how to manage classrooms vary among teachers and can play an important role in the determination of teacher behavior (Willower, Eidell, & Hoy, 1967; Wolfgang & Glickman, 1980, 1986).

Within this study three hypotheses were formulated; only one yielded significance. It was hypothesized that teachers characterized as more interventionist (or controlling), as measured by the ICMS, would (H_1) score significantly higher on the Impression Management sub-scale of the 16PF and (H_2) score significantly more external on the Locus of Control Scale for Teachers. It could be that any differences that exist regarding these variables will only be reflected by sub-scales rather than the full-scale composite.

Factor Q_1 (Openness to Change) and scores on the ICMS full-scale revealed a significant negative correlation. None of the remaining 16PF sub-scales included in the study provided significant correlations with the ICMS-FS. Because research utilizing the previous version of the ICMS determined significance regarding the four sub-scales, it is reasonable to expect similar findings in the future when specific sub-scales are included in the analysis.

This study represents a continuation of research efforts to further refine the Inventory of Classroom Management Style (ICMS) and reports preliminary findings from partial data collection. Data collection and analyses are still in progress. Plans for future research include factor analysis so that sub-scales of the Inventory of Classroom Management Style can be further identified. All analyses conducted used the ICMS full-scale score. It could be that significant differences will be determined in future research studies where relationships between ICMS sub-scales and other variables will be explored.

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TABLE 1

1-WAY ANOVA: ANALYSES OF IMPRESSION MANAGEMENT BY CLASSROOM MANAGEMENT STYLE

SOURCE	DF	S S	M S	F	p
ICMS-FULL SCALE					
Between Groups	1	108.90	108.90	1.13	.29
Within Groups	88	8506.89	96.67		
Total	89				

TABLE 2

1-WAY ANOVA: ANALYSES OF LOCUS OF CONTROL BY CLASSROOM MANAGEMENT STYLE

SOURCE	DF	S S	M S	F	p
ICMS-FULL SCALE					
Between Groups	1	7.97	7.97	.31	.58
Within Groups	86	2194.89	25.52		
Total	87				

TABLE 3

PEARSON PRODUCT-MOMENT CORRELATIONS:

16PF (SELECTED SUB-SCALES) &

REVISED ICMS SCORES (FULL-SCALE)

Factor	ICMS-FS
Dominance (E)	+.0767
Rule Consciousness (G)	+.1789
Impression Management (IM)	-.0845
Abstractedness (M)	-.1788
Openness to change (Q_1)	-.4666 **
Perfectionism (Q_3)	+.1926

** $p < .01$